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ABSTRACT

The Doctor of Arts in Community College Education program is administered by the Center for Community College Education at George Mason University, Virginia. Coursework leading to the degree is designed to enable existing community college faculty to become more effective community college teachers and to educate prospective community college teachers. It emphasizes a broad knowledge base in the teaching field and courses in research and the history and philosophy of the community college. The program allows the student to select academic courses from designated university departments or from other departments where appropriate coursework is available. Students entering the program develop contracts that formalize their programs of study. Admission criteria include experience or a career objective in community college teaching, a personal statement, a writing sample if English is the applicant's knowledge area, and an interview. A minimum of 55 hours beyond the master's degree are required, including 24 in the teaching field, 10 core curriculum hours, 3 hours of internship, and 9 hours of doctoral project. The center also offers graduate certificates and additional courses in community college education. (MSE)

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Part A

I. George Mason University Graduate Catalog

Educational Centers

Center for Community College Education

The Center for Community College Education brings the intellectual resources of the University to serve the needs of community colleges. The activities of the Center are focused in three areas: teaching, research, and professional development. The Center offers the Doctor of Arts in Community College Education and a Graduate Certificate in Community College Education.

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

II. Areas of Study

Community College Education

Faculty

Beyer, Barry K., Ph.D., University of Rochester, 1962; Professor of Education and Coordinator, Doctor of Arts in Education Program

Boileau, Don M., Ph.D., University of Oregon, 1972; Professor and Chair, Department of Communication

Chickering, Arthur W., Ph.D., Columbia University, 1958; Professor, Educational Leadership and Human Development

Edwards, Randall, Ph.D., Virginia Polytechnic Institute and State University, 1970; Executive Vice President for Administration and Senior Scholar in Community College Education

Gilley, J. Wade, Ph.D., Virginia Polytechnic Institute and State University, 1966; Senior Vice President, Professor of Engineering and Professor of Higher Education, and Senior Scholar in Community College Education

Jacob, Evelyn S., Ph.D., University of Pennsylvania, 1977; Associate Professor of Education

Thaiss, Christopher J., Northwestern University, 1975; Associate Professor of English

Vaughan, George B., Florida State University, 1970; Professor and Director, Center for Community College Education

DOCTOR OF ARTS IN COMMUNITY COLLEGE EDUCATION

The Doctor of Arts in Community College Education is administered by the Center for Community College Education. Coursework leading to this degree is designed to enable existing community college faculty to become more effective community college teachers and to educate prospective community college teachers. The program emphasizes a broad knowledge base in the teaching field as well as courses in research and the history and philosophy of the community college. The program allows the student to select academic courses from designated departments in the university in developing a program of study. Knowledge areas include business, biology, chemistry, computer science, economics, English, foreign languages and literature, health and physical education, history, information systems, nursing, operations research and applied statistics, psychology, and sociology. Applications for other fields are considered where

appropriate course work is available. Under the guidance of faculty advisors and the Center's staff, students entering the program develop educational contracts which formalize their programs of study.

ADMISSION REQUIREMENTS

In addition to meeting the general admissions requirements of the Graduate School, applicants must fulfill the following:

1. Have experience in teaching at the community college level, or have teaching at the community college level as a career objective;

2. Submit a completed application which may be obtained from the Center for Community College Education;

3. Submit a short statement (500-1000 words) describing your interest in this program and how this program will help you to achieve your career objectives;

4. Submit a writing sample if English is your knowledge area;

5. Schedule an interview with the staff of Center for Community College Education.

DEGREE REQUIREMENTS

The Doctor of Arts in Community College Education program requires a minimum of 55 hours beyond the master's degree. The basic components of the program for a faculty member holding a master's degree in the current or proposed teaching field are as follows:

	Minimum Requirements
Knowledge Area	24 credits
Core Curriculum	10 credits
Internship	3 credits
Doctoral Project	9 credits
TOTAL	46 credits

The remaining nine hours are completed in one or more of the above areas or in a field related to the student's knowledge area. The designation of these nine hours will be determined by the Director of the Center for Community College Education in consultation with the student and the knowledge area advisor. The nine hours may not be used to meet the minimum requirements

in the knowledge area. For example, if a student is required to take more than 24 credits in the knowledge area, the credits will be in addition to the 55 credits normally required in the program. The educational contract outlines the student's approved program of study. This contract must be approved prior to the completion of twelve hours of course work.

The number of credits assigned to the knowledge area, core curriculum, internship, and doctoral project may vary for individual students within the above guidelines. Departments may require additional course work in the knowledge area when the student has completed the master's degree in a field other than the designated knowledge area or when prior academic preparation is considered inadequate.

1. **KNOWLEDGE AREA**

The knowledge area consists of courses in a student's discipline and may contain courses in related fields when appropriate and when approved by the knowledge area adviser. All students must successfully complete the following courses: (1) a course in the theory and philosophical concepts of the discipline; (2) a course in the research methodology by which the discipline generates knowledge; and (3) a "new developments" course which focuses on recent significant advances in the knowledge area.

2. **CORE CURRICULUM**

Students who currently teach in a community college or who have previously taught in a community college must complete a minimum of ten (10) credits in the core curriculum including EDCC 801, The Community College, (3 credits) and EDCC 850, Research: Methods and Application, (4 credits). Each student also chooses at least one three-credit hour elective course from the courses listed below. Students who are not experienced community college teachers must complete the two required core courses and at least <u>six</u> credits of core elective courses from the following:

EDCC 802 Community College Teaching Through Learning Styles (3 credits);

EDCC 805 Teaching Thinking (3 credits);

EDCC 806 Communication Skills for Teaching (3 credits);

EDCC 892 Special Topics in Community College Education (3 credits);

EDUC 840 Adult Development and Learning (3 credits);

EDUC/ENGL 695 Writing Across the Curriculum (3 credits).

3. INTERNSHIP

All students must satisfactorily complete a minimum of three-credit hours in an internship. A maximum of six credits may be earned through the internship. The internship may be either a teaching internship in a community college or a non-teaching internship. Such internships may be in government or business organizations in which community college graduates find employment. Internships for experienced community college faculty also may involve work in course development.

4. COMPREHENSIVE EXAMINATION/EXPERIENCE

Upon satisfactory completion of all course work and the internship, a student completes either a traditional comprehensive examination or a more nontraditional comprehensive experience which serves to demonstrate the student's mastery of the knowledge area and the core curriculum. Students must satisfactorily complete the examination or experience in order to be advanced to candidacy for the degree. A student must complete all degree requirements within five years following the semester of advancement to candidacy.

5. DOCTORAL PROJECT

Upon advancement to candidacy, a student completes a written doctoral project. The amount of credit assigned to the project reflects the extensiveness of the undertaking. The project is synthesizing in nature and must contribute new knowledge or a reinterpretation of existing knowledge to the area being investigated. Projects must demonstrate high standards of scholarship and the ability to engage in independent research resulting in a substantial contribution to knowledge or practice in the field.

6. ADVISING

All students are advised by the staff of the Center for Community College Education. In addition, each student is assigned an advisor in the knowledge area. Working with these advisors, each student prepares a program of study and completes all program requirements.

RESIDENCE

All doctoral students are required to spend a minimum of two consecutive semesters, not including the summer session, in

continuous registration. The doctoral program of study must include a minimum of 36 semester hours of graduate work taken at George Mason University after admission to degree-seeking status.

COURSE WORK AT OTHER INSTITUTIONS

Twelve hours of credit beyond the master's degree may be applied toward the Doctor of Arts in Community College Education degree provided that the course work is relevant and appropriate to the student's program of study. Credit to be applied toward the degree must have been earned within six years prior to admission to the Doctor of Arts in Community College Education program. Students who have not utilized this provision at the time of admission to the program may complete up to twelve hours of approved course work at other institutions while concurrently enrolled in the Doctor of Arts in Community College Education Program, and apply these to program requirements.

COMMUNITY COLLEGE EDUCATION COURSES (EDCC)

EDCC 801 The Community College (3:3:0). Prerequisite Admission to the D.A.C.C.E. program or POL. A study of the institutional character of the community college, including a review of the history, purpose, clientele, organization, finance, and social functions. Attention is given to current issues facing community colleges.

EDCC 802 Community College Teaching Through Learning Style (3:3:0). Prerequisite Admission to the D.A.C.C.E. program or POL. This course focuses on the theory of multiple styles of learning and various ways in which individuals demonstrate ability. Emphasized are alternative instructional approaches to enhance and measure learning of community college students at risk for failure. Emphasis is placed on study, analysis, and application to teaching in the community college. Classroom format emphasizes participation by the student and application of course content to community college teaching.

EDCC 805 Teaching Thinking (3:3:0). Prerequisite Admission to the D.A.C.C.E. program or POL. Through lecture, discussion, and demonstration, students design, analyze, apply, and evaluate practical approaches to teaching critical thinking at the post-secondary level. Application to subject matter courses of the student's choice is stressed.

EDCC 806 Seminar in Communication Skills for Teaching (3:3:0). Prerequisite Admission to the D.A.C.C.E. program or POL. Study of principles and practices underlying effective lecturing and discussion techniques. Students will have guided practice in lecturing and in leading instructional discussions. Application to the student's field of study is encouraged as a way to establish the teaching environment.

COMC 885 Research Methods and Applications (4:4:0). Prerequisite Admission to the D.A.C.C.E. program or POL. The purpose of this course is to empower the community college faculty to improve their teaching through the development of their skills as a teacher-researcher and their knowledge of research methodology. The course includes conducting a research study related to one's teaching.

EDCC 892 Special Topics in Community College Education (3:3:0). Prerequisite Admission to the D.A.C.C.E. program or POL. Specific content will vary depending upon interests of the Center. May be repeated for credit as topics vary.

III. Certificates, Programs, and Additional Graduate Courses

Certificates

Graduate Certificate in Community College Education

The graduate certificate in Community College Education has been designed for persons who are planning a career in community college teaching, and for current teachers who desire to strengthen their skills as community college teachers. The program combines course work in community college teaching with an internship in which the student teaches under the supervision of a master community college teacher.

Certificate Requirements

The certificate requires 12 hours of course work in the core curriculum and 6 hours of internship in community college teaching with a master teacher. Students select 12 hours of course work from the core curriculum which will focus on applied teaching techniques specifically related to community college teaching. Core curriculum offerings include:

EDCC 801 The Community College (3:3:0). Prerequisite Admission to the D.A.C.C.E. program or POL.

EDCC 802 Community College Teaching Through Learning Style (3:3:0). Prerequisite Admission to the D.A.C.C.E. program or POL.

EDCC 805 Teaching Thinking (3:3:0). Prerequisite Admission to the D.A.C.C.E. program or POL.

EDCC 806 Seminar in Communication Skills for Teaching 3:3:0). Prerequisite Admission to the D.A.C.C.E. program or POL.

COMC 885 Internship in Community College Education (3-6). Prerequisite Admission to the D.A.C.C.E. program or POL.

EDCC 850 Research Methods and Applications (4:4:0). Prerequisite Admission to the D.A.C.C.E. program or POL.

EDCC 892 Special Topics in Community College Education (3:3:0). Prerequisite Admission to the D.A.C.C.E. program or POL.

All students are required to complete EDCC 801 The Community College. A maximum of three credits of already completed coursework may be transferred from another institution. At least nine hours of GMU coursework must be completed before the student may enroll in the teaching internship.

Students applying to the certificate program must be in graduate degree status or hold a master's degree in a teaching field appropriate for the community college. Students who are not enrolled currently should apply to the Graduate School for non-degree status. Currently enrolled students should apply directly to the certificate program.